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ABSTRACT

This supplement to a methods guide, Methodology for Teachers (MFT), written for Peace Corps teachers of English in South Korea, contains new ideas for classroom language teaching. The first section suggests ways to augment and change methods in the original guide, to make them more effective and add variety to classroom interactions. The second section discusses how the original guide can be used more effectively in teacher training situations, including additional considerations in planning, implementing, and evaluating teacher training activities. (MSE)

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Supplement

to

MFT

Peace Corps /Korea

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PREFACE

Methodology for Teachers (MFT) has been used in Peace Corps/Korea for more than one year. Used in the classroom in coteaching situations, much has been learned about what must be added to MFT to make it more viable and practical for first, second, and third-year middle school. Used in methodology classes in pre-service and in-service training situations for Korean English teachers, much has been learned about other things that the teacher-trainer must be aware of.

This Supplement to MFT attempts to encompass much of what has been learned about MFT in coteaching and teacher training situations. Unit I deals with the Processes in MFT, how they can be augmented and changed to add variety and effectiveness. It also includes further explanations of the Processes so that the teacher will have a better understanding of why and how they should be used. Unit II is devoted to how MFT can be more effectively used in teacher training situations. It suggests further aspects that must be considered in the planning, implementation, and evaluation of activities in teacher training.

This Supplement to MFT was compiled with the assistance of many volunteers who are now actively engaged in teacher training. Special thanks must be given to Jim Robinson who wrote the first supplement in November 1975. Much work was also done by K-35 Middle School TESOL volunteers who reviewed Jim's supplement and added information based on their own experiences. Finally, the hard work of editing and proofreading the final manuscript was done by Garry Mattox, Muriel Andrews, and Kathy Stevens.

It is the hope of all of us concerned with MFT that it will continue to be a dynamic tool for teacher training, receiving continued examination and evaluation. The original intent of MFT was that it would become a basic guide for teaching English and methodology, a guide from which better ideas would spring forth. This Supplement to MFT represents an achievement of that goal.

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Peace Corps/Korea

March 25, 1976
Seoul

UNIT I

SUPPLEMENT TO MFT PROCESSES

I. PATTERN PRACTICE: PROCESS #1

A. Variations on the Steps

1. Step 1. If the sentences in the Pattern Practice (PP) Section are long and the teacher is having trouble eliciting these sentences from the students, teacher tells students to look at the Pattern Practice sentence in their books for a few seconds. Teacher then tells students to close their books and teacher draws blanks on the blackboard.

2. Steps 1&2. Teacher scrambles a sentence on blackboard and says the Korean equivalent of the sentence. Students tell teacher how to write sentence in the correct word order as teacher writes sentence on blackboard.

3. Steps 1&2. Teacher writes PP sentence on blackboard leaving blanks for key words. Students tell teacher what words belong in which blanks and teacher writes words in the blanks.

4. Step 2. Hang-man. Teacher says Korean equivalent of the Pattern Practice sentence. Then he does one of the following: a) Students spell out each word as they play hangman, or b) As teacher elicits the words in the sentence students say the letters which make the word. For the words the students do not know, the teacher elicits the spelling by playing hang-man.

5. Step 2. When eliciting the English translation of the PP sentence from students, teacher writes sentence in Korean on blackboard and elicits the English words as they appear in Korean word order. (This helps students see the differences in sentence word order between English and Korean.)

.../2

6. Step 3a. (The following five steps maybe done instead of Step 3a.)

Step 3a1. Teacher writes a related structure which has been previously studied. The new structure is compared and contrasted to point out similarities to and differences between the two structures.

Step 3a2. Teacher reads and translates the new structure. Students translate the previously learned structure.

Step 3a3. Using additional examples, contrasts, illustrations, formuli, etc., teacher gives grammar explanation.

Step 3a4. Students do oral or written transformations on the new grammar structure (i.e., translation, transformation, etc.)

Step 3a5. Students ask questions about what they don't understand; or if there are no questions the teacher asks students questions in Korean about the pattern to check comprehension.

7. Step 3&4. When the PP sentence is long and/or difficult for the students to practice orally without reading it, then the Process can be changed. In Step 3, teacher does not erase the PP sentence on the blackboard. Students repeat sentence on blackboard as in Step 5c. Then teacher teaches the substitution cues by using visuals as in Step 4a. Teacher then reads the English sentence for the substitutions as students translate the sentences. Teacher then leads students in a substitution drill as in Step 4d.

8. A. Step 5. (The following three steps maybe be done instead of Step 5.)

Step 5a. Students look at their books.

Step 5b. Students summarize the new structure in Korean.

Step 5c. Teacher tells the students to read the first sentence and the students read the first sentence. Students then read the rest of the sentences as the teacher directs them.

8. B. Step 5a. Teacher writes new structure and a related previously learned structure on the blackboard.

Step 5b. Students discuss the similarities and differences between the two structures.

Step 5c. Teacher tells students to read the new structure and students read new structure. Repeat for other structures.

9. Step 5a. Students tell the teacher what words to write and how to spell the words. Teacher writes the Pattern Practice and substitution as the students direct him.

10. Step 6. Students close books. Teacher erases board. Teacher gives English from randomly picked sentence and students say Korean equivalent, or teacher gives Korean equivalent of a randomly picked sentence and students say English.

11. Step 6. Students close their books. Teacher gives Korean equivalents for the sentences chosen randomly and students give the English sentence orally.

12. Step 7. After teaching the whole PP section, teacher scrambles several sentences from the PP Section on the blackboard. Students write the sentences in correct word order in their notebooks and/or say the sentences in correct word order. Students then open books and correct their work.

13. Step 7. After teaching the whole PP Section, the teacher writes several PP sentences on the

blackboard, leaving blanks for some or most of the words. Teacher gives the Korean equivalent for the sentence, and students write the whole sentence in their notebooks or give the sentence orally. (Books are closed.)

14. Step 7. After teaching the whole PP Section, students write the full sentences on the blackboard or in their notebooks after seeing only the substitution words written on the blackboard.

15. Step 7. After teaching the whole PP Section, students write the full sentences while the teacher dictates them. If the sentences are long or if the section is lengthy, teacher may dictate sentences at random, students listen and then write with books open.

B. Additions to the Notes

1. Step 2. The Korean translation can be given orally or written on the blackboard. Oral translation is less time consuming. For longer sentences, however, written translation facilitates the elicitation of the English sentence.

2. In Step 4a, the words and phrases taught should not be limited to just the PP substitutions, but could and should include other phrases/words in the PP sentence, since visuals for these phrases/words would assist the students in the oral drill.

3. In Step 4a, teacher uses substitutions which are not in the book (words/phrases studied in previous lessons instead of new words in the new lesson). Later in Step 5a or after Step 5, teacher has the students look at their books. Students then identify and practice new words as the teacher uses visuals (Step 4a) to explain the new words. Then students continue with Step 5b.

4. In Step 4a, if the teacher cannot make visuals, or refuses to make them, different students can be assigned beforehand to make simple visuals.

5. In Step 4b, repetition of the Korean equivalents should not be stressed. It is sufficient to have one student translate and the others repeat after him.

6. During the Step 4 oral drill with individuals, if a student makes a pronunciation error, let another student give the correct model to the student who has mispronounced the word instead of having the teacher give this model.

7. Step 5b can often be skipped without interfering with the flow of the Process.

8. In Step 7, to check homework, teacher can check students papers randomly (perhaps checking poorer students first), or teacher can have students write the answers on the blackboard or teacher can elicit these answers and write them on the blackboard (then students can exchange papers, correct each other's papers, and by a show of hands the teacher can see the results).

II. UTTERANCES/RESPONSES: PROCESS #2

A. Variations on the Steps

1. Step 1. Teacher reads the utterances and responses in English and students translate.

2. Step 2. To support the use of visuals and to assist the students' understanding of Utterance/Response (U/R), teacher gives a short Korean explanation of a situation when the U/R might be used.

3. After translating in Step 1, the teacher draws visuals (See Dialogue Diagram.) for the U/R's on the blackboard in Step 2 and points to them as he models in Step 3. The teacher can also use other cues (See Visual Process.). If the sentences are long, the students may leave their books open until they are fairly competent with the U/R's.

4. Step 4. During oral drill when the students have their books closed but are having difficulty saying the sentence, teacher tells students to open books, to look quickly at the particular U/R and to study it for one minute. Students then close books and continue the oral drill.

5. Step 5. Teacher says the utterance in English and students translate into Korean. Then teacher says response in English and students translate.

6. Step 7. Teacher writes U/R on blackboard to make sure all students are looking at the same sentence. Books are closed. Students read the U/R from blackboard.

7. Step 7. Teacher says the Korean equivalent of an utterance or a response which is randomly choosen. Students find the utterance or response in their books and read aloud in English.

8. Step 7. Teacher says the Korean equivalent of an utterance which is randomly choosen. Students find the utterance in their books and read the response aloud in English, or students say the response without looking at their books.

9.A. Step 7. Teacher calls on three students. First student reads utterance orally from the book. Second student translates utterance. Third student reads response orally. Second student translates response. This is done for each U/R. (Second student acts as translator for first and third student.)

9.B. Teacher calls on four students. The first 2 read U/R in English. The 2nd two translate U/R after the first 2 are finished.

10. Step 8. Teacher writes an utterance on the blackboard. With books closed students write on the blackboard or in their notebooks the response to that utterance, or teacher writes a response on the blackboard and students write the utterance.

11. Step 8. Students close books. Teacher writes an utterance and/or a response on the blackboard with blanks and cues for most of the words. Students write the proper words or possible alternative words in the blanks.

12. Step 8. Students close books. Teacher randomly chooses one of the utterances from the section and reads it aloud. Students then write the correct response in their notebooks.

13. Step 8. Students close books. Teacher writes utterance or response on blackboard with the words scrambled. Students correct the word order orally or write the correct sentence in their notebooks.

14. Step 8. Teacher has students transform the utterance from a positive to a negative sentence. Students then re-write the response to match the transformed utterance.

15. Step 8. Students open books. Teacher chooses an U/R and directs students to re-write the response by transforming the response from a positive to a negative response or from a negative to a positive response.

16. Step 8. Teacher writes on the blackboard many sentences which are possible responses to an utterance. Teacher reads a number of utterances and students match the responses to the utterances.

B. Additions to the Notes

1. In Step 1b, the teacher erases only the grammar explanation but not any visuals. If the students have no questions about the vocabulary or grammar, the teacher (Step 2) draws stick figures and visuals for new words or phrases which could be used to convey meaning during the later oral drill in Steps 4 & 5.

2. In Step 4, as the teacher is leading the students through repetition with the U/R, he should constantly refer to the visuals on the blackboard.

3. In Step 5, for multiple responses, teacher says A. Half of the students say the first response, and the other half of the students say the second response. In Step 5c, teacher divides students into groups, each group has one line (i.e., one group is A, one group is the first B. Another group is the second B, etc.).

4. In Step 8, if you do not have time for Step 8, the teacher can use it as a review the next day. This step can be done orally as well.

III. DIALOGUE: PROCESS #3

A. Variations on the Steps

1. Step 2. Teacher directs students to find the sentences and words in the dialogue that are similar to the new ones in the Highlight.

2. Step 3. Teacher asks questions in English after asking questions in Korean.

3. Step 3. Teacher asks questions in Korean. Students give answers in English.

4. Step 4. Teacher chooses a sentence randomly and says the Korean equivalent. Students find the sentence and read it orally in English.

5. Step 5. Teacher writes Dialogue Diagram on blackboard two lines at a time. Students practice dialogue with teacher two lines at a time.

6. Step 7. Teacher calls on three students. First student says A. Second student translates A. Third student responds with B. Second student translates B. First student responds with A and so on. (Second student acts as a translator for first and third students.)

7. Step 8. Students close books. Teacher dictates dialogue line by line and the students write the dialogue looking at the Dialogue Diagram and listening to the teacher.

8. Step 8. Teacher writes the Korean equivalent of a similar dialogue on the blackboard. Students write the English translation in their notebooks.

9. Step 8. Teacher scrambles a sentence from the dialogue on the blackboard. Students write the correct sentence in their notebooks.

10. Step 8. Students close books. Teacher scrambles the dialogue lines on the blackboard. Students write the dialogue in their notebooks in the correct line order.

11. Step 8. Students close books. Teacher randomly chooses one of the A-lines of the dialogue and reads it aloud. Students then write the correct B-line in their notebooks.

12. Step 8. Teacher changes one A-line of the dialogue by transformation. Students then transform the following B-line of the dialogue to match the A-line utterance.

13. Step 8. Teacher adds a substitution to the first line. Students then re-write the dialogue accordingly.

14. Step 8. Several students write different lines from the dialogue on the blackboard. After they finish, other students correct the answers.

B. Additions to the Notes

1. In Step 2, if the students do not ask questions about the dialogue, teacher asks questions about the grammar or new words in the dialogue. If he cannot answer the questions, then the teacher might ask the students why they do not ask a question about what they do not understand.

2. After Step 4, teacher has several different students each translate one line of the dialogue. Other students repeat in Korean.

3. In Step 5a, b (MFT), it is sometimes necessary for the dialogue lines to be practiced several times before going on.

4. In Step 5, if students close books during the oral practice and are having problems with one sentence which they are practicing teacher should let them look at the book for one minute and then have them close the books and continue the oral drill.

5. In Step 5, if students have books open during oral drill, teacher should encourage them not to read from the book and only look at it when necessary.

6. In Step 5, when teacher draws Dialogue Diagram, he should write in the new words which are in the lesson. This should speed up the Process.

7. In Step 6b, it is very difficult for teachers to write a Dialogue Diagram on the blackboard in a short time even when they have prepared it in advance. Students often finish their individual practice in Step 6a, long before the teacher is finished writing the Dialogue Diagram on the blackboard. To correct this problem, teacher can make a Dialogue Diagram Chart. This chart could also be used to supply visuals which are needed during the oral drill in Step 5. (Students should always be looking at visuals when they are doing oral drills.)

8. In Step 6b, the Dialogue Diagram can be prepared in advance on flash cards. The cards can also be used for a scrambled dialogue drill (Step 8).

IV. READING: PROCESS #4

A. Variations on the Steps

1. Step 1. Students close books and listen. Teacher model reads the passage once. Students open their books. Teacher repeats the model reading and instructs the students to follow closely in their books.

2. Steps 2&3. In Step 2, teacher tells students to underline any material which they don't understand. Then in Step 3, if students will not ask any questions, teacher looks at students' books, finds the underlined words and/or translated words in the book, writes these underlined and/or translated words on the blackboard and practices them with the students.

3. Steps 2&3. Teacher directs the students to read the reading passage silently and to find and underline the sentences and words that are similar to those in the Highlight.

4. Step 5. After Step 5, a student gives a quick summary of the reading passage in Korean.

5. Step 5. Teacher asks questions about the reading, concentrating on sentences which use key structures and words from the lesson.

6. Step 6&7. Teacher writes the sentences which are mistranslated in Step 6 on blackboard. Then after finishing translation of reading passage in Step 6, teacher refers to sentences on the blackboard and explains them as in Step 7.

7. Step 8. Teacher directs students to read silently the first sentence of the passage several times. Students then put their books on their heads and orally generate the sentence. Teacher then goes to the next sentence. (Teacher says, "Read" and students read silently. Teacher says "Speak" and students put their books on their heads and say the sentence.)

8. Step 8. Teacher reads a portion of sentence. Students read rest of sentence. Teacher reads a shorter portion the second and third time. Finally, one student reads the whole sentence. Other students repeat sentence as they read from their books. Teacher continues for other sentences in paragraph.

9. Step 9. Teacher asks Yes/No questions in English about the first sentence of the reading. Students give the answer. Teacher then goes to the next sentence of the passage and makes a Yes/No question for it and so on.

10. Step 10. Teacher randomly chooses a sentence from the reading passage and says the English. Students find the sentence and translate into Korean.

11. Students close their books. Teacher writes one sentence from the reading on the blackboard. Then the teacher writes variations on the blackboard. Students choose correct one. Then teacher can give more of the same or the students can make variations.

12. Step 12. Teacher writes a paragraph from the reading on the blackboard, leaving blanks for some words. Students choose correct words for the blanks and write the paragraph in their notebooks or tell the teacher to write the specific words that fit into the blanks.

13. Step 12. Teacher writes questions about reading on blackboard. Students write answers in notebooks and orally check answers with teacher.

14. Students write questions on blackboard about a picture in reading. Students then write answers or give them orally.

15. Step 12. Teacher writes a paragraph on blackboard which has many mistakes. Students find mistakes and correct orally or write the paragraph in their notebooks.

16. Teacher gives students questions about reading which students write in notebooks. Students then give answers

to questions in their notebooks. The next day, students give answers to teacher and teacher writes answers on blackboard. Students then give questions orally without looking at notebooks.

B. Additions to the Notes

1. Before Steps 4&5, teacher should not refer to the pictures in the reading section of the textbook. Referring to the pictures at this time would detract from the students' true comprehension of the reading.

2. To increase class attention and to prevent students from cueing other students, teacher divides the students into two teams. Teacher then picks on individuals from each team during Step 4, 5, & 6.

3. Teacher asks specific questions in Step 5 using the "Stevick Chart" shown below. Teacher asks easiest questions first and difficult questions last. In the Chart, as we move from left to right and top to bottom, we move from easier to more difficult questions.

	Fact	Inference	Real Life
Yes/No			
or			
Wh			

4. Steps 6&7, can easily be combined. Teacher could explain grammar-translation problems directly after one student has translated a particular sentence, and then go on to the next sentence.

5. In Step 6, students should translate pronouns not as pronouns in Korean but in their noun forms. In this way the teacher knows if the students understand what the pronouns antecedents are.

6. In Step 6, students should read the passage silently again before Step 6.

7. In Step 8, if the students are having difficulty repeating certain sounds, words, phrases, sentences, or intonation patterns during this drill, the students should repeat these sounds, words, phrases, sentences, or intonation patterns after the teacher until they attain proficiency. The teacher can then return to the drill.

8. For Steps 8, 9 & 10, in longer readings (i.e., third year), teacher divides the reading into three parts. In the first passage, teacher uses Step 8 only. In the second passage teacher uses Step 9 only. In the third passage, teacher uses Step 10 only.

9. In Step 9, teacher should ask the students why they gave a 'no' answer.

10. Step 9, True/False, can be done before Step 8, Read/Stop. Then the students could listen to the teacher's model during the True/False drill and then speak during the Read/Speak drill.

11. In Step 12, students should concentrate on question patterns from that lesson.

V. SOUNDS: PROCESS #6

A. Variations on the Steps

1. Steps 1&2. Students using books point out key words and/or other words they have studied that contain the same sound. Teacher writes these words on blackboard.

2. Step 6. For writing drills the teacher writes sentences on blackboard. Students mark intonation.

3. Step 6. Teacher should use hand gestures to indicate the intonation during oral drill.

VI. TESTING: PROCESS #8

A. Additions to the Notes

1. Tests should include several review items over important or difficult material.

UNIT II

TEACHING MFT TO TEACHERS

The Suggested Activities of each Unit in MFT are a sequenced set of learning activities that the PCV should use in writing lesson plans for methodology classes. The following information should help the PCV use these Suggested Activities more easily and successfully.

I. BASIC INFORMATION FOR THE PCV

A PCV who uses Methodology for Teachers (MFT) should:

A. know methodology thoroughly -- have practiced the Processes in their schools and attended In-Service Training where teaching MFT to Korean teachers was taught, observed or practiced.

B. be enthusiastic about the methodology's potential as a practical approach to teaching.

C. be able to explain how to adapt MFT to different situations (e.g., third book; different presentations of U/R; how to

handle long dialogues, U/R or Pattern Practice; how to be flexible with MFT; how to speed up the Process for slow, difficult material or to slow down the Process for fast, easy material; how to divide a Reading into parts instead of just paragraphs.). The preceding section should be helpful in this regard.

D. respect the Korean teachers for the amount of time they have spent in the classroom and recognize that the Korean teachers can teach something new to the PCV. Deference and courtesy will result in developing a professional rapport with the teachers.

II. CLASS PREPARATION AND TEACHING

A. Preparation

A PCV who uses MFT should:

1. lesson plan -- this means an introduction, some review, Suggested Activities and other variations and then a wrap-up.

2. think about teachers' language level and ability to understand English and gear his language accordingly.

3. prepare homework material for his teachers. (Teachers may be asked to teach parts of EFT using specific MFT Processes which have been studied before.)

4. check Suggested Activities and Summaries for any preparation to be made in advance.

5. consider providing variety by using other materials besides Middle School English (MSE) and EFT, always keeping in mind the Korean teachers' ability. (e.g., newspaper articles, literature, poetry, etc.)

B. Teaching

A PCV who uses MFT should:

1. use modifications of or the entire MFT Process when teaching EFT. This will familiarize the teachers with the Processes before they study them in methodology classes.

2. a) refer to PCV's own experiences in using MFT to establish credibility.

   b) if a participating Korean teacher who has used MFT in his/her classroom is present, ask him/her to answer and/or clarify any questions raised, if necessary.

3. a) control discussions among Korean teachers. (i.e., keep on the subject/problem being discussed).
   b) if Korean teachers appear to be uninterested or confused during MFT presentation for a considerable length of time:

      1) leave room for 10 to 20 minutes. A Korean teacher should lead a discussion to find out what the problem or concern is.

      2) discuss problems or concerns with teachers.

      3) talk to other PCVs about how they do or would handle similar problems.

III. CLASSROOM COMMUNICATION

A. Communication Techniques

A PCV who uses MFT should:

1. speak slowly but naturally when giving explanations or asking questions. (Don't be afraid to repeat yourself. Ask the teachers questions to check their comprehension of what you have just explained or of what they have just read in Korean. Be patient when asking questions. Give teachers time to think about and answer your questions.)

2. explain relevant vocabulary when encountered. (e.g., step, process, transformation, stick figure, etc.)

3. use visual aids and cues to communicate ideas.

B. Process Explanation Techniques

A PCV who uses MFT should:

1. emphasize that the learning of materials in MFT is a cumulative process (e.g., U/R is based on Pattern Practice; Dialogue is based on proficiency of Processes #1 and #2.)

2. continually refer to the time chart (p. 19) in relation to the Processes.

3. demonstrate each step as you explain it, or let the teachers demonstrate each step to check their understanding of the step. This can be done right after the teachers have read the Process or when the Suggested Activities indicate that the Korean teachers should verbalize the steps in English.

4. use the Notes at the end of each Unit to assist in the explanation of the Processes.

IV. EVALUATION SHEETS

A PCV who uses MFT should:

A. make and distribute to all Korean teachers Evaluation Sheets. Have PCV's initial demonstration of each Process evaluated by the Korean teachers according to the Evaluation Sheet criteria. These Evaluation Sheets list the steps for each Process and the criteria to be used for evaluation. (e.g., time, order, smooth transitions, understanding the steps, etc.) See sample Evaluation Sheet at the end of this section.

B. have the Korean teachers evaluate each other using the Evaluation Sheets during Peer Teaching and in the discussion after Practice Teaching and MFT Testing (using MFT Processes with Middle School English and teaching Korean middle school students).

Note: The PCV should not threaten the teachers with these sheets. Teachers should be told that these sheets help them understand the steps of the Processes. PCV should not say, e.g. "I'm going to test you with these sheets." or "These sheets will be used to evaluate you."

V. DEMONSTRATION CLASSES

A PCV who uses MFT should:

A. if demonstrating the entire Process initially as part of the Suggested Activities, point out or have the Korean teachers verbalize what's going on step-by-step. The entire Process should be demonstrated again without interruption, by either the PCV or a Korean teacher.

Note: For real MFT credibility demonstrate with students using MSE and jump two to four lessons ahead of students' present classroom level.

B. use Evaluation Sheets during demonstrations. Have the Korean teachers critique, the PCV's demonstration and any Korean teacher's demonstration using the Evaluation Sheets, instead of the PCV doing the critiquing alone.

C. during demonstrations by the Korean teachers, use MFT in a typical classroom situation (students should be of different abilities, and when possible, in groups of 70). Let a Korean teacher do the initial demonstration for the Reading Process, or for any other Process when it is possible.

VI. TECHNIQUES FOR SUGGESTED ACTIVITIES TEACHING, PEER TEACHING AND PRACTICE TEACHING/MFT TESTING

A. Suggested Activities Teaching

Teaching by the Korean teachers during the Suggested Activities. A PCV who uses MFT should:

1. use Middle School English lessons which the Korean teachers will teach when they go back to their schools and not lessons which they have already taught before the workshop.

2. use MSE for the first demonstration of the whole Process and for all teaching during the Suggested Activities. It helps teachers to realize that MFT is for MSE.

3. not expect each of the Korean teachers to do all of the Suggested Activities. However, each of the teachers should practice at least part of each Process (e.g., In Suggested Activities, four teachers can do Activity #10, three teachers Activity #14 and three teachers Activity #16. Thus all teachers will have a chance to do at least one of the Suggested Activities.)

4. keep records of which teacher did which Suggested Activity in order to avoid unwanted repetition.

B. Peer Teaching

Teaching by Korean teachers to other teachers from EFT after completion of Suggested Activities for a particular Process. A PCV who used MFT should:

1. the day after the Suggested Activities for a particular Process are completed, give teachers every opportunity to practice the Process using the appropriate section from EFT.

2. since EFT has no Pattern Practice section, prepare pattern practices from EFT material and/or use pattern practices from MSE. (See VI, A. 1. above.)

3. when a teacher is teaching during "A" and "B" above, the PCV sits with teachers acting as a participant.

C. Practice Teaching

Teaching by Korean teachers to Korean middle school students.

MFT Testing: Korean teachers teaching middle school students for FINAL evaluation. A PCV who uses MFT should:

1. have the teachers use MSE both in Practice Teaching and in the MFT Testing.

2. arrange a Practice Teaching class for MFT Testing in the final week.

3. before Practice Teaching, have teachers prepare a lesson plan for any Process they want to practice. This gives the PCV a chance to view and critique lesson plans before final testing.

4. use Evaluation Sheets for critiquing both Practice Teaching and MFT Testing.

5. the day before the final test tell the teachers to prepare a lesson plan for all four Processes studied. Let them

know they must be able to present each Process as a part of their final. Then the PCV tells the teachers that he will tell them which Process they are to do on the day of the testing. This also gives the PCV a chance to look over four lesson plans from each teacher.

D. For All Practice Activities

A PCV who uses MFT should:

1. call on "good" teachers to practice Processes first, always encouraging volunteerism. They will generally pick the best teacher. However, it is important to list, in advance, the teachers and the Processes, or parts of the Processes they will teach.

2. write the steps on the blackboard or use a sheet for constant reference when the Processes or parts of the Processes are being presented.

3. have one teacher point to the steps on the blackboard or chart while another Korean teacher is teaching the entire Process.

4. keep a record of which Korean teacher taught which Process. Comments should also be included in this record.

VII. CRITIQUING THE KOREAN TEACHERS

A PCV who uses MFT should:

A. use tact when criticizing Korean teachers.

B. for all teaching give specific examples. Praise the Korean teacher for his/her performance before giving constructive criticism.

C. for Peer Teaching, comment during the presentation of the Process or solicit comments from the other Korean

teachers. Correct according to the magnitude of the mistake. Stop immediately if a major mistake is made (e.g., forgetting a complete step).

D. not interrupt the Korean teacher during Practice Teaching or MFT Testing but meet with the teacher after class for purposes of critiquing.

VIII. FOLLOW-UP

A PCV who uses MFT should follow-up MFT by going to the Korean teachers' schools to observe their use of the Processes in their own classroom after they have completed the workshop. Follow-up assignments can be given either according to a PCV's classes or according to the Korean teachers' geographical proximity to a PCV.

DDH/ybl
3/24/76
Attachment: Evaluation Sheet

Evaluation Sheet for Pattern Practice (Process #1)

1.	Teacher draws blanks.
2.	Teacher gives Korean translation. Students fill in blanks.
3.	Grammar explanation.
4.	Oral drill
	a. Teacher draws cues. Teacher points to cue and says in English. Students repeat once. Teacher translates.
	b. Teacher reads all sentences. Students translate.
	c. Repetition drill: Teacher models 2 or 3 times. All students repeat. Groups repeat. Individuals repeat.
	d. Substitution drill: Teacher explains; points to cues randomly. All students say sentences. Groups say sentences. Individuals say sentences.
5.	Reading
	a. Teacher writes sentence and substitutions.
	b. Students summarize in Korean.
	c. Teacher points to written word. All students read. Groups read. Individuals read.
6.	Rapid translation
	Teacher gives Korean randomly. Students say English aloud.
7.	Writing
	Teacher gives transformation drills as homework.

Comments: (order, time, smoothness, understanding of steps, etc.)